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ABSTRACT

The Annual Local Evaluation, a systematic procedure for evaluating the total vocational education program in a local school division, is presented, and represents phase three of an evaluation program developed by the Division of Vocational Education, Virginia State Department of Education. The evaluation procedure will serve as a basis for the school division's update of their five-year plan. The evaluation guidelines are divided into two sections: (A) Curriculum and Instruction, a 32-item rating form to be completed by vocational teachers, with detailed instructions provided; (B) Summarization, instructions, procedural guidelines, and form to be completed by the Department, School Vocational Education, and Division Vocational Education Committees. Suggestions regarding committee structure for the annual evaluation are made, seven types of data to be studied are listed, and five major goals for vocational education are presented. (LH)

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Annual Local Evaluation of Vocational and Technical Education

Procedures and forms for conducting an annual evaluation of vocational and technical education programs

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ANNUAL LOCAL EVALUATION
OF
VOCATIONAL AND TECHNICAL EDUCATION

Procedures and Forms for Conducting an Annual
Evaluation of Vocational and Technical Education Programs

February 1976

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PREFACE

What is evaluation? There have been several definitions given but one of the better definitions has been stated by Daniel Stufflebeam:

> Educational evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives.

It should be stressed that evaluation is for "judging decision alternatives." *Thus, the purpose of evaluation is not to prove, but to improve.*

Who should evaluate? An evaluation ought to be done by those who are responsible for the improvement of the program. Therefore, the teachers, supervisors, and administrators of vocational education with the advice of advisory committees should be the evaluators of vocational education programs.

The procedures incorporated in the Annual Local Evaluation were developed with the above definition and purpose in mind. Every effort is made to provide a systematic, organized approach which will involve all staff members in a school division with responsibilities in vocational and technical education.

Appreciation is expressed to the staff of the Division of Vocational Education, State Department of Education, and to Donald E. Elson, assistant professor and other faculty members of the College of Education, Virginia Pol technic Institute and State University, who gave their valuable assistance in the development of this evaluation procedure.

George S. Orr, Jr. State Director
Division of Vocational Education

EVALUATING VOCATIONAL EDUCATION

Introduction

The Standards of Quality and Objectives for Public Schools in Virginia, 1974-76 present guidelines for developing the planning capabilities in local school divisions. The following quote is taken from Standard No. 8, Five-Year School Improvement Plan:

> Each school division shall involve the staff and community in revising and extending annually the five-year school improvement plan to be submitted to and approved by the Board of Education on July one, ... (of each year)*. This plan shall include:
>
> a. The objectives of the school division stated in terms of student performance;
> b. An assessment of the extent to which the objectives are being achieved, including follow-up studies of former students; and
> c. Strategies for achieving the objectives of the school division, including an organized program for staff improvement.

A systematic procedure has been developed for evaluating and planning local vocational education programs to assist the localities in meeting this standard. Phase One of the system deals with program planning and requires that the updated five-year improvement plan for vocational education be filed with the Division of Vocational Education on January 15* of each year. Phase Two is concerned with the implementation and operation of the planned vocational education programs. Data are collected in Phase Two by the Vocational Education Reporting System (VERS) to verify the enrollment and operation of the planned programs. Phase Three is the Annual Local Evaluation which is an evaluation of the total vocational education program in a school division and serves as a basis for the school division's update of the five-year plan for vocational education due January 15 each year.

Annual Local Evaluation

The Annual Local Evaluation is a systematic procedure for evaluating the vocational education programs in the school divisions. It is not an evaluation of teachers. The emphasis of the Annual Local Evaluation is on the total offering of vocational education by the school division as well as the various vocational programs. This evaluation procedure considers the three major aspects of vocational education -- occupational preparation (job entry), consumer and homemaking education, and orientation and exploration programs -- while placing stress on the regular, disadvantaged, and handicapped secondary and adult students to be served.

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*The vocational education section is due on the January 15 preceding the July 1 date for the five-year school improvement plan. The Department of Education is currently proposing (subject to General Assembly revision) that the date for submitting the total five year school improvement plan be changed to January 15, effective in 1977, making all plans due on that date, and each January 15 thereafter.

The Annual Local Evaluation assists local school divisions in assessing the major strengths and major weaknesses of the vocational education programs and in making recommendations for program improvement. Since this evaluation takes place many months before the Five-Year Improvement Plan is finalized, the school division is requested to again state the major strengths as a part of the Plan. The major weaknesses should be covered through the objectives and strategies in the Plan.

The Division of Vocational Education suggests the following five major goals for vocational education to the local school divisions. The Guidelines for Annual Local Evaluation - Part A, Curriculum and Instruction are directly related to these goal statements.

Consistent with their abilities, interests, and education needs:

1. Youths and adults will acquire the skills and knowledge needed for initial and continuing employment or self-employment in occupations of their choice and for which there are employment opportunities.

2. Youths and adults will acquire the competencies needed as consumers of goods and services, for home and family living, and for personal use.

3. Youths and adults will become aware of employment or self-employment opportunities and requirements for use in making career choices and in determining their educational programs.

4. Youths and adults will exhibit pride in work well done; confidence in ability to perform in the world of work; and develop leadership abilities, responsible citizenship, and a realistic self-image in relation to work in their chosen vocation.

5. Youths and adults will benefit from programs improved and expanded through ancillary activities, including teacher education, research, guidance, supervision, planning and evaluation.

Since vocational education is the joint effort of State and local educational agencies, a school division can adopt, revise, and/or refine any or all of these goals and can develop other goals in addition to these five goals.

ASSESSMENT OF PROGRESS MADE TOWARD OBJECTIVES

The development of a meaningful five year improvement plan by the local school division requires assessment beyond the scope of the Annual Local Evaluation to fully assess progress made and the remaining local needs in terms of each goal adopted for vocational education.

School divisions are asked to make this assessment of progress twice each year - once at the time the Annual Local Evaluation Report is submitted (covering January to June) and again when the Five Year Improvement Plan is submitted (covering July to December).

An example of the form for submitting this assessment of progress will be found on Page 17. Copies of this form were supplied to the school division at the time this booklet was distributed.

Suggested Vocational Committee Structure

Decisions by committees with individual input by teachers are important in evaluation. The recommendations to be developed by this procedure are based on the work of committees at the vocational department level within a school, at the school level, and at the division level. All vocational teachers will have a direct input by completing the Guidelines for Annual Local Evaluation -- Part A, Curriculum and Instruction. Students, former students, employers, and other lay persons of the community will be active participants in the evaluation of the local vocational education programs by serving as members of advisory committees.

Since school divisions vary in size and organizational structure, the following committee structure for the annual evaluation of the vocational education programs is suggested as a good procedure to consider. School divisions will want to vary the procedure to meet their own individual needs.

Division Vocational Education Committee

Suggested Membership:

- Director of Vocational Education for school division (chairman)
- One teacher from each vocational service
- One coordinator or supervisor from each vocational service
- One member of the Planning Council
- Supervisor of guidance for school division
- Chairman of the Division Vocational Education Advisory Committee

Responsibilities:

- Receive recommendations for improvement of the vocational education programs from the School Vocational Education Committees.
- Study these recommendations, analyze additional data as required, and evaluate the total vocational program.
- Make final set of recommendations for vocational education in the division to the Division Superintendent. Final recommendations should be reviewed with the Vocational Education Advisory Committee.
- Update, annually, the five-year plan for vocational education.

Division Advisory Committee

Suggested Membership:
General Advisory Committee for Vocational Education plus the following if not presently on the committee:
One employed former student from each vocational service
One currently enrolled student from each vocational service

Responsibilities:
Assist and advise the Division Vocational Education Committee

School Vocational Education Committee
A separate committee is needed for each school offering vocational programs in the division. This committee is not necessary in divisions having only one high school.

Suggested Membership:
Head teacher from each vocational department in school (designate one as chairman)
(If school is a Vocational Center, the principal should be chairman)
Coordinator of guidance in school.
One member of Division Vocational Education Committee

Responsibilities:
Receive recommendations from the Department Committees. Study the recommendations, analyze additional data as required, and evaluate total vocational program in school using Guidelines for Annual Local Evaluation - Part B. In schools where use of the Department Committee is not feasible, this committee will assume the duties of the Department Committee (refer to section on Department Committees).
After review by school principal, make final set of recommendations for vocational education in the school to the Division Vocational Education Committee using Guidelines for Annual Local Evaluation - Part B.

Department Committees
A separate committee may be established for each vocational department in area vocational centers and comprehensive high schools. The School Vocational Education Committee may assume the duties of this committee in small schools where such a committee is not feasible.

Suggested Membership:
Supervisor and/or head teacher of department in school (chairman)
All teachers in department

Responsibilities:
Analyze needed data and the Guidelines for Annual Local Evaluation - Part A which were completed by each teacher in the department.
Develop set of recommendations for the department to be given to the School Vocational Education Committee using Guidelines for Annual Local Evaluation - Part B.

Data Requirements for Local Evaluation and Planning

Sound evaluation and planning of vocational offerings which are relevant to the needs of students and to employment opportunities require a variety of data. The following types of data should be thoroughly studied during the process of evaluating the vocational programs.

1. Follow-up of former students by vocational service

2. Description of school population (see suggested catagories below)

Description of School Population	1974*	Present**	Projected	
			1 year	5 years
A. Age*				
(1) 1-5				
(2) 6-15				
(3) 16-19				
(4) Adult				
B. Sex*				
(1) Male				
(2) Female				
C. Ethnic Groups*				
(1) Negro or Black				
(2) White				
(3) Other				
D. Disadvantaged				
(1) Academic				
(2) Economic				
(3) Cultural				
E. Handicapped***				
(1) Deaf				
(2) Blind				
(3) Speech defect				
(4) Crippling condition				
(5) Convulsive seizure				
(6) Mentally retarded				
(7) Emotionally distrubed				

*Data available from Virginia School Census - 1974
**Present actual data or projected data from past data
***Survey made locally for Special Education

3. VERS data applicable to local school division

4. Student needs and interest in vocational education*

5. Attitudinal data from students, parents, and employers

6. Manpower data for area -- present and projected

7. Present philosophy and objectives of the Division School Board pertaining to vocational education.

Most of the above data will be available through the principal's office since the five-year school improvement plan requires these data.

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*Vocational Education Student Demand Projection System (a description of each vocational course available in Virginia and a system to use in determining student interest) is available from the State Division of Vocational Education.

GUIDELINES FOR ANNUAL LOCAL EVALUATION

Summary of Instructions

The forms, Guidelines for Annual Local Evaluation - Part A, Curriculum and Instruction and Part B, Summarization, are included in this booklet.

Part A is to be completed by each vocational teacher.

Part B is to be completed by the Department Committees, the School Vocational Education Committees, and the Division Vocational Education Committee.

Only one evaluation summary report of the school division (Guidelines for Annual Local Evaluation - Part B) will be sent to the Director, Division of Vocational Education, State Department of Education, by July 1. The purpose of this report is to indicate to the Division of Vocational Education that the school divisions are following an organized approach to evaluation and the five-year program improvement plan reflects the recommendations resulting from the evaluation. The report will be used by the Division of Vocational Education to assist the local school divisions in program improvement.

Part A -- Curriculum and Instruction

Detailed Instructions

The Guidelines for Annual Local Evaluation - Part A is to be used by the individual teachers to evaluate their programs. Each vocational teacher in the school division should complete this form and submit a set of recommendations for his or her program to the most specialized committee used for evaluating vocational education in the school division. Individual ratings are to go no further than this committee. It is important to remember that this is an evaluation of the program and not an evaluation of teachers.

One original copy of the form is included in this booklet and a second copy will be provided separately. Complete both copies. You are to keep the copy included in the booklet on file so that you may review the ratings with your administrator and supervisory personnel when appropriate. The separate copy is to be submitted to the Department Committee or School Committee.

The Guidelines have been organized into four sections. Section I includes statements related to Major Goals 1 and 2. Sections II, III, and IV, relate to Major Goals 3, 4, and 5, respectively.

Part A -- Curriculum and Instruction (Continued)

1. Work with one guideline at a time.

   A. Study each guideline and make notes as to what evidence is available or needed to make an evaluation and to substantiate that evaluation.
   B. Collect and analyze needed data (share data to avoid duplication of effort).
   C. Assign each guideline an evaluative rating using the following code:

      M = Major improvement needed - critical weakness or inadequacy exists in meeting the minimum standard for the guideline. Use this rating if a program or service is needed but is not being provided by your department.
      I = Improvement needed - with minor changes the program could be improved to meet the minimum standard for the guideline.
      S = Program meets the minimum standard for the guideline.
      E = Program exceeds the minimum standard for the guideline.
      NA = Not applicable. Use only where the purposes of the program being evaluated differ from the guideline. Do not use this rating if a program or service is needed but is not provided by your department.

2. The ratings are not to be summarized; they are to be used to direct your thinking toward listing: (1) the major strengths and the major weaknesses of your program by Section and (2) your recommendations for program improvement by Section.

3. Develop a set of recommendations using the Guidelines, the listing of the strengths and weaknesses, and other evaluative data for each Section of the Guidelines.

   Recommendations for improvement of the vocational education program should originate with the vocational teachers in a vocational department. It will be helpful if information concerning student needs and employment demands is available to vocational teachers.

GUIDELINES FOR ANNUAL LOCAL EVALUATION

PART A - Curriculum and Instruction

Division: _____

School: _____

Rating Form

Note: "Student" refers to both those in secondary school programs as well as adult programs.

I. ACQUISITION OF SKILLS AND KNOWLEDGE NEEDED FOR INITIAL AND CONTINUING EMPLOYMENT OR SELF-EMPLOYMENT AND COMPETENCIES NEEDED AS CONSUMERS OF GOODS AND SERVICES, FOR HOME AND FAMILY LIVING, AND FOR PERSONAL USE.

	Ratings*
1. The objectives of the program are stated in terms which are measurable.	1._____
2. The program is meeting the needs of those in the following groups who are interested in and need such training:	
A. disadvantaged youth	2.A._____
B. disadvantaged adults	B._____
C. handicapped youth	C._____
D. handicapped adults	D._____
E. secondary youth in regular programs	E._____
F. adults in regular programs	F._____
3. At least seventy-five percent of the students enrolling in the program continue through to completion.	3._____
4. Between seventy-five and ninety percent of the students completing the program or leaving school prior to completion with a marketable skill and available for employment, find employment in the field for which trained or closely related field.	4._____
5. Students preparing for direct entry into an occupation or vocation exhibit a mastery of:	
A. required knowledge and skills	5.A._____
B. necessary communication skills	B._____
C. necessary computational skills	C._____
D. competencies needed as consumers of goods and services	D._____
6. Measurable performance objectives based on the requirements of the occupation or vocation are used in all courses.	6._____

*M = major improvement needed; I = improvement needed; S = program meets minimum standard for guideline; E = program exceeds the minimum standard for the guideline; N.A. = not applicable.

GUIDELINES FOR ANNUAL LOCAL EVALUATION (Continued) Ratings*

7. Practices and situations found in business and industry are replicated or simulated in the classroom and laboratory. 7._____

8. Individualized instruction is used extensively. 8._____

9. Facilities and resources outside the school environment are used when appropriate to enrich the learning experience. 9._____

10. Cooperative occupational experience under the supervision of the instructor is available to students. 10._____

11. Senior intensified programs are available for those students who at the end of their junior year or beginning of their senior year find that they need special training before they can enter the labor market. (Applicable in some but not all school divisions.) 11._____

12. Various ability levels and learning speeds may be accommodated in the curriculum. 12._____

13. Time is allowed for students to acquire, practice, and apply manipulative skills, technical knowledge, and related subject matter essential to qualify them for employment or homemaking. 13._____

14. Students on cooperative occupational experience and their employers are visited regularly by the instructors who have time assigned in their school schedule for this activity. 14._____

15. Instructors assist students in obtaining part-time employment to improve skills and/or remain in school. 15._____

16. Instructors assist students (secondary and adult) to find full-time employment after completing program. 16._____

17. Equipment, materials and facilities are available to support the multi-media approach to instruction. 17._____

18. Instructional materials are up-to-date and are on the level of the students. 18._____

19. Class size does not exceed recommended maximum enrollments. 19._____

20. The number of students in a class does not exceed the number of complete work stations available. 20._____

21. All tools, equipment, and supplies meet the standards of and are comparable to those used in the occupation or vocation. 21._____

*M = major improvement needed; I = improvement needed; S = program meets minimum standard for guidelines; E = program exceeds the minimum standard for the guideline; NA = not applicable.

GUIDELINES FOR ANNUAL LOCAL EVALUATION (Continued) Ratings*

22. All instructional facilities are of adequate size to provide for safe, orderly, and effective instruction. 22._____

II. PROGRAM CHOICES, CAREER CHOICES AND OPPORTUNITIES FOR EMPLOYMENT

23. The stated goals and objectives of each vocational course are made known to the students before the time of enrollment. 23._____

24. All students have an equal opportunity to select and to enroll in the program and/or courses of their choices. 24._____

25. Students are provided information with which they may confirm or modify their occupational choice early in the program. 25._____

26. Students are provided with career counseling activities that lead to career decision making. 26._____

III. WORK ETHICS, LEADERSHIP ABILITIES AND POSITIVE SELF-IMAGE

27. The curriculum of programs preparing students for direct entry into an occupation or vocation is designed to develop:

A. proper work habits and attitudes 27.A._____
B. pride in workmanship B._____
C. proper personal dress, grooming habits, and decorum C._____
D. understanding of appropriate employer-employee relationships. D._____
E. understanding of appropriate employee-employee relationships. E._____
F. knowledge of personal and business ethics. F._____
G. understanding of appropriate public relations. G._____
H. habits of good health and safety practices. H._____

28. Vocational Education organizations for both youth and/or adults are an integral part of the curriculum. 28._____

IV. ANCILLARY ACTIVITIES: RESEARCH, INSTRUCTIONAL IMPROVEMENT, ADVISORY COMMITTEES

29. Advisory Committees or community groups assist in developing and support the total plan for the preparation of students in the occupation(s) or vocation(s) being taught. 29._____

30. New instructional methods are tried in an effort to increase the efficiency of learning. 30._____

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*M = major improvement needed; I = improvement needed; S = program meets minimum standard for guideline; E = program exceeds the minimum standard for the guideline; NA = not applicable.

Ratings*

31. The following factors provide a guide to the relevancy and extent to which the objectives of the program are being met:

A. Former students express a high degree of satisfaction with the program. 31.A._____
B. Former students express a high degree of satisfaction with their present job. B._____
C. Employers express a high degree of satisfaction with former students in their employ. C._____
D. Students have positive attitudes toward the program. D._____
E. Parents have positive attitudes toward the program. E._____
F. Employers have positive attitudes toward the program. F._____
G. School administrators have positive attitudes toward the program. G._____

The above ratings were based on: 1._____ actual studies
(Check those which apply) 2._____ informal observations

32. Research or development projects have been undertaken to improve:

A. program offerings 32.A._____
B. course content B._____
C. program outcomes C._____
D. data base for evaluation D._____

FORMAT FOR REPORTING STRENGTHS, WEAKNESSES, AND RECOMMENDATIONS

Follow the format shown below in submitting the report on separate sheet(s) of paper and attach to this form.

List major strengths by Sections: Use items rated as "E" as guides, but do not limit the list to those items.

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

List major weaknesses by Sections: Use items rated "M" or "I" as guides, but do not limit the list to those items.

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

Recommendations for Improvement by Sections:

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

GUIDELINES FOR ANNUAL LOCAL EVALUATION

Part B - Summarization

Instructions

Part B, Section 1, is to be used by the Department Committees, School Vocational Education Committees and the Division Vocational Education Committee. The Division Committee is to use this form to make its final recommendations to the Division of Vocational Education, State Department of Education, and the Division Superintendent.

The recommendations made by each Department Committee in a school are passed to the School Vocational Education Committee for study and consolidation into a set of recommendations for that particular school. (If the School Vocational Education Committee is the only committee to function in a school, each vocational teacher should complete a copy of the Guidelines for Annual Local Evaluation - Part A for his or her program and submit it to the School Vocational Education Committee.) The School Vocational Education Committee's recommendations, using Guidelines for Annual Local Evaluation - Part B, Section 1, are given to the Division Vocational Education Committee.

The Division Committee, using Guidelines for Annual Local Evaluation, Part B, Section 1, develops the recommendations for improving vocational education in the school division. In the larger school divisions, the final report of recommendations, where practical, should contain a sub-report for each program area. These reports will be very helpful to the state supervisory staff in providing assistance to the program area and the school division in the future.

Part B, Section 2, is also completed by the Division Committee. Section 2 provides a means of indicating the progress made toward the achievement of the school division's measurable objectives listed in the 1975-76 Five-Year Vocational Education Improvement Plan.

The Division Committee will submit two sets of the recommendations (Section 1) with the recommendations from each school attached and the assessment of the objectives (Section 2), to the division superintendent or his designee. One set of the division's recommendations — do not include recommendations from local schools -- is signed and sent along with a copy of the assessment to the Director, Division of Vocational Education, State Department of Education, by July 1. Copies of the division's approved recommendations should be distributed to all vocational teacher.

The results of the recommendations should be reflected as objectives in the update of the Five-Year Program Improvement Plan due the following January 15, in the Division of Vocational Education, State Department of Education.

Procedure

I. Make your reports on additional sheets of paper as follows:

1. If Department Committee:
   A. Make original to be sent to the School Vocational Education Committee and one copy for the committee file.
   B. Indicate department, school and division name.

2. If School Vocational Education Committee:
   A. Make original to be sent to the Division Vocational Education Committee and one copy for the committee file.
   B. Indicate school name and division name.

3. If Division Vocational Education Committee:
   A. Make copies to be sent to the Division Superintendent and the Division of Vocational Education, State Department of Education, and for the committee file.
   B. Indicate the school division name.

4. In the larger school divisions the final report of recommendations, where practical, should contain a sub-report for each program area. These reports will be very helpful to the state supervisory staff in providing assistance to the program area and the school division in the future.

II. Include in your reports the following:

1. Summarize the major strengths of vocational education as offered in the department, school or school division.

2. Summarize the major weaknesses of vocational education as offered in the department, school or school division.

3. List and describe the committee's recommendations for improving vocational education in the department, school or school division. The recommendations, with data based upon the evaluation, should be organized into four sections:

   Section I: Skills, Knowledge and Competencies
   Section II: Choices and Employment Opportunities
   Section III: Work Ethics, Leadership Abilities and Self-Image
   Section IV: Ancillary Activities

GUIDELINES FOR ANNUAL LOCAL EVALUATION - PART B (Continued)

Format:

PART B - SUMMARIZATION
SECTION 1 - EVALUATION SUMMARY

This report is for: (indicate Department, School or Division Committee).

List major strengths by Sections: (Department Committee should use items rated as "E" as guides, but not limit list to those items. School and Division Committees should summarize major strengths using available information).

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

List major weaknesses by Sections: (Department Committee should use items rates as "M" or "I" as guides, but not limit list to those items. School and Division Committees should summarize major weaknesses using available information).

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

Recommendations for Improvement by Sections:

Section I: Skills, Knowledge and Competencies
Section II: Choices and Employment Opportunities
Section III: Work Ethics, Leadership Abilities and Self-Image
Section IV: Ancillary Activities

(For Division report only)

Signed_____
Division Superintendent

Date_____

_____
Local Director of Vocational Education

Attach Section 1 - Evaluation Summary for School Division to Section 2 - Assessment of Progress and submit both to State Department of Education, Division of Vocational Education.

SECTION 2 (Division Committee Only)

ASSESSMENT (Progress Made Toward Objectives) - January to June

Evaluate the progress made toward or the achievement of the school division's measurable objectives listed in the 1975-76 Five-Year Vocational Education Improvement Plan, using the following notations: 5 = Exceeded; 4 = Achieved; 3 = Partially Met; 2 = Little Done; 1 = No Action. Use the wide column for comments concerning the progress made.

OBJECTIVE NUMBER	PROGRESS MADE TOWARD ACHIEVEMENT		DATE OF EVALUATION
	LEVEL (5,4,3,2,1)	COMMENTS	

Use additional pages if necessary.